

**Unit Title:** Build Up to the Civil War

**Grade Level:** (example: 9, 10, 11, 12 or 7-8) 7

**Subject Area:** (example: Science, Physics; English, Short Stories) Social Studies/History

**Duration/Length/Number of class periods:** (example: 5 class periods) 4-5

**Description:**

Students will examine key conflict points between the north and south leading up to and including the 1860 election/subsequent Civil War. This unit will include a debate activity involving students researching points of dissension and be equipped to debate certain issues that divided the United States prior to the war.

**Established Goals (National, State, Local):**

Minnesota State Standards-Social Studies-7.4.4.19.1-Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877)

**What Enduring Understandings are desired?**

- Slavery was foundational to the southern United States' economy and way of life in the 19th century.
- Despite political attempts at peace and compromise, societies may experience tensions rising until war happens.

**What Essential Questions will be considered?**

- Why was the north and south divided in the mid-19th century?
- What was at stake for both sides?
- How did the build up and division affect life at home for many people?
- How was the north industrially different than the south at the beginning of the war?
- To what extent did the Civil War affect states and territories west of the Mississippi River?
- How did politics play a role in unifying and/or dividing the country?

**Students will know / be able to:**

- Articulate five ways the north and south were divided after examining two opposing perspectives on each issue.
- Empathize with three different perspectives leading up to the Civil War, including a free northerner, slave-owning family member, and a slave.
- Analyze how four concrete issues divided the north and south to the point of war, including the Missouri Compromise, Nullification Crisis, Compromise of 1850, and Bleeding Kansas.

| <b>Description</b><br><br><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i> | Fo<br>rm<br>ati<br>ve | Su<br>m<br>m<br>ati<br>ve | Intr<br>odu<br>ctor<br>y<br>Acti<br>vity | Lea<br>rnin<br>g<br>Acti<br>vity | Stu<br>den<br>t<br>Tec<br>hno<br>log<br>y<br>Use<br>d | Teac<br>her<br>Tech<br>nolo<br>gy<br>Use<br>d | <a href="#">ISTE<br/>Stan<br/>dard<br/>s</a> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------|------------------------------------------|----------------------------------|-------------------------------------------------------|-----------------------------------------------|----------------------------------------------|
| Day 1: Ch 15 Section 1-Debate Over Slavery-Discussion, reading, questions                                                                                                           |                       |                           | <b>X</b>                                 | <b>X</b>                         |                                                       |                                               | <b>2a</b>                                    |
| Day 2: Uncle Tom's Cabin passage and online forum                                                                                                                                   |                       |                           |                                          | <b>X</b>                         | <b>X</b>                                              |                                               | <b>3b</b>                                    |
| Day 3: Ch 15 Section 2-Trouble in Kansas-reading and questions                                                                                                                      |                       |                           |                                          | <b>X</b>                         |                                                       |                                               | <b>3 c,d</b>                                 |
| Day 4: Kahoot review on sections 1 and 2, jigsaw section 3 begin (flipped learning)                                                                                                 | <b>X</b>              |                           |                                          |                                  |                                                       |                                               | <b>3d</b>                                    |
| Day 5: Ch 15 Section 3- Group jigsaw questions- Political Divisions                                                                                                                 |                       |                           |                                          | <b>X</b>                         | <b>X</b>                                              |                                               | <b>2a, b</b>                                 |
| Day 6: Ch 15 Section 4- Notes and biography perspectives and intro poster activity                                                                                                  |                       |                           |                                          |                                  |                                                       | <b>X</b>                                      | <b>3c</b>                                    |
| Day 7: Research topics activity-poster for selected topics with partner<br>-Summative Assessment Part A (poster)                                                                    |                       |                           |                                          |                                  |                                                       |                                               | <b>4c</b>                                    |
| Day 8: Finalize Part A and debate Prep                                                                                                                                              |                       | <b>X</b>                  |                                          |                                  |                                                       |                                               | <b>1a</b>                                    |
| Day 9: Hold Debate-Summative Assessment Part B                                                                                                                                      |                       | <b>X</b>                  |                                          |                                  |                                                       |                                               | <b>2c</b>                                    |

|                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Materials, tools and resources</b> Textbook (United States History, Holt McDougal)                                                         |
| <b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)</b> Matt Watnemo, Luverne Middle/High School |
| <b>Additional credit given to</b> Textbook resources, Kahoot, Google classroom                                                                |